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ABSTRACT

One of 13 instructional models developed for use in Detroit's public schools, this course outline describes ten library sessions for teaching seventh and eighth grade students dictionary skills. It is noted that the complete library reference skills program was designed to improve student performance in the Ninth-Grade Objective-Referenced Testing (NGORT) Program and the Michigan Education Assessment Program (MEAP) Reading Objectives for Tenth Grade. The publication includes a course outline; a lesson on dictionaries and their contents; a series of exercises which provide practice in selecting definitions to match words in specific contexts; and a series of related exercises covering the use of content clues for meaning, the choice of the right definition, alphabetical order, the division of a dictionary into thirds, pronunciation keys, dictionary practice, the location of a word whose spelling is unknown, the procedure to follow if a definition contains an unfamiliar word, variant spellings, and idiomatic expressions. Appendices comprise test item specifications and a sample dictionary skills exercise from the NGORT program; optional supplemental exercises covering parts of speech, illustrated definitions, word entries, and dictionary guide words; answer keys for all exercises in the booklet; and a list of supplementary resources for teaching dictionary and library reference skills. (ESR)

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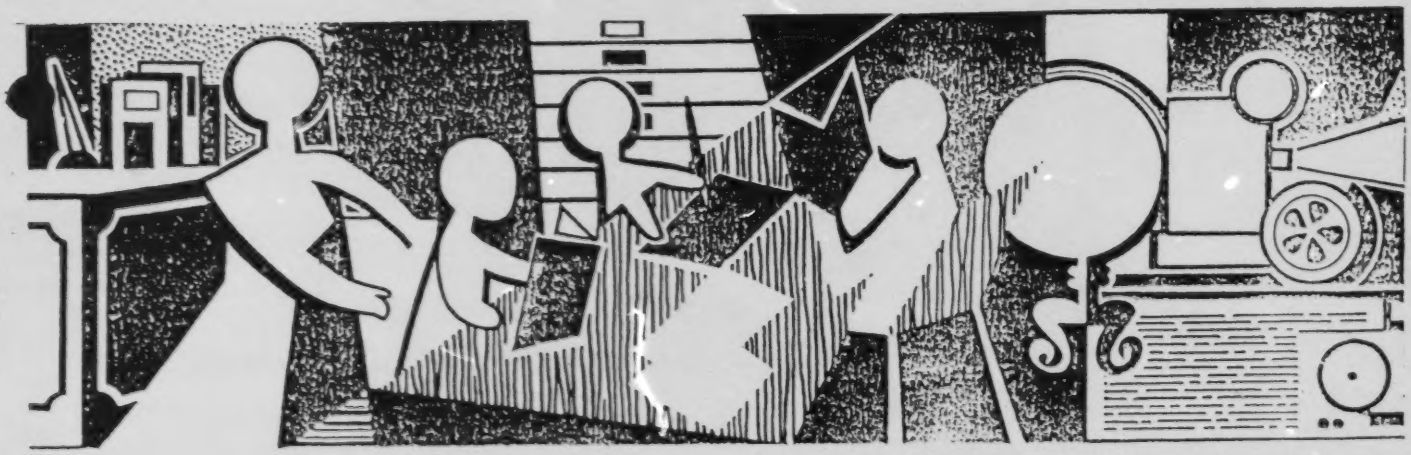
USING THE DICTIONARY

A SYLLABUS FOR A TEN-SESSION LIBRARY REFERENCE SKILLS PROGRAM

GRADES 7 AND 8



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DETROIT PUBLIC SCHOOLS
1982

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USING THE DICTIONARY: A SYLLABUS FOR A TEN-SESSION LIBRARY REFERENCE SKILLS PROGRAM

Introduction

Using the Dictionary, a library reference skills program for seventh and eighth grade students, provides the basis for a systematic, city-wide effort for improving student performance on the following cognitive and affective objectives:

From the Ninth-Grade Objective-Referenced Testing (NGORT) Program...

> *Given a word in context, the learner will select from a dictionary entry the appropriate meaning.*

From the Michigan Education Assessment Program (MEAP) Reading Objectives for Tenth Grade...

> *By the end of the ninth grade, the student will be able to:*
>
> *(V.A.) Identify the major uses of and*
>
> *(V.B.) Locate information within reference materials using dictionaries, encyclopedias, atlases, newspapers, magazines, telephone books, thesauruses, almanacs, card catalogues, periodical guides, tables of contents, glossaries, indexes, maps, graphs, charts, tables, appendixes, footnotes, and bibliographies.*
>
> *By the end of the ninth grade, the student will demonstrate her/his enjoyment of reading by:*
>
> *A. Reading materials of her/his choice during free time, both in school and at home.*
>
> *B. Going frequently to places where reading materials are available, such as libraries, reading rooms, book sales, and book exchanges.*
>
> *C. Requesting reading materials in addition to those assigned by the teacher.*
>
> *D. Responding to the opportunity to discuss what he/she has read.*

Need and Purpose

Based on Achievement...

Recent high school test results indicate the need for a more systematic plan of instructional support for the above objectives. This program, which capitalizes on their special expertise, provides middle school library media specialists with a formal plan of instruction which will

complement and enhance previously developed skills and abilities. By linking the cognitive and affective objectives, focused instruction in dictionary skills can occur in the context of a broader plan of library use. The need for a broad program of library use is paramount, considering, for example, that on the latest tests fewer than 20 percent of the students at each level said that, during the last year, they had frequented places where reading materials were available. By making students thoroughly familiar with the library through this series of instructional visits, there is a strong possibility that students will learn to use the dictionary and other reference tools efficiently and come to view the library as an informational center and a source for recreational reading.

Focused on Objectives...

Specifically, the NGORT cognitive objective evaluates a student's ability to select from a list of definitions, the one which best defines a word as it is used in the context of a sentence. As such, it evaluates not just vocabulary knowledge but the student's ability to use context clues to determine meaning.

The MEAP cognitive objective for reference tools evaluates the student's knowledge of the content of various reference tools in order to gain information efficiently. As a result, students must be familiar with the names and content of the listed references.

The MEAP affective objectives are scored and reported as if there are correct answers for 12 questions which relate to students' activities or experiences. For example, students are asked to note how frequently they "go to the school library to read or take out a book?" or "go to the city or town library or bookmobile?" The students' responses are deemed correct if they check, "Two or More Times." Therefore, not only must students be provided the basis for responding positively to the questions, but they must be aware that they have been provided that basis. For example, it is not enough that children visit the library, they must know that they visited the library and that the library is a place where reading materials are available -- and they must have practice in stating this knowledge.

Program Overview

In brief, the Using the Dictionary program is a plan for ten library sessions. A part of each session focuses on the development of effective dictionary skills; the other part involves activities which promote student knowledge and use of the content of a library. Certain important aspects of library use, such as the card catalog, are reserved for subsequent lessons.

The ten sessions are outlined below. The attached packet of instructional materials are for dictionary skills. They may be supplemented with other available materials. The other library activities utilize materials and lessons traditionally used in library instruction.

Outcomes

With the full implementation of this program, improved student achievement will likely occur in the areas of

(1) proficient dictionary use,

(2) efficient use of reference tools, and

(3) increased positive responses for reading during free time, for frequenting places where reading materials are available, for requesting additional materials, and for talking about reading materials.

OUTLINE OF INSTRUCTIONAL SESSIONS

USING THE DICTIONARY:

A Syllabus for a Ten-Session Library Reference Skills Program

The ten library sessions, described in the following outline, place an immediate emphasis on providing practice in selecting definitions to match words in specific contexts. The related activities support the development of this skill, but are complementary rather than integral to that skill development. They are intended as a review of skills acquired earlier and, therefore, should be treated quickly. In fact, pacing is an important consideration in all of these sessions. Ample repetitive practice is provided for the primary skill so that neither the primary nor the related activities should be labored in any session. In this way, at the end of all sessions, there should be time for book talks and browsing, and library media specialists are encouraged to provide as much time as possible for both.

Outline of Instructional Sessions

Session	Primary Activity	Related Activity
1	Orientation	
	a. Orient new students to the school library media center and all its resources. Explain the essential regulations regarding circulation and the effective use of materials.	
	b. Introduce magazines, identifying resources to be found in them.	
	c. Introduce students to audiovisual resources in the library media center.	
	d. Discuss the other sources of information -- people, museums, galleries, libraries, mass media, institutions and organizations.	
	e. Dictionary Skills (from instructional packet): What is a dictionary?	
2	Reading a dictionary entry (Using a Guide to Exercise A-E)	
	a. Pronunciations	
	b. Parts of Speech	
	c. Multiple Meanings	
	d. Practice Exercise Set A (assigned)	
3	Selecting Appropriate Definitions	
	Discussion of Exercise A	a. Using context clues for meaning
		b. Choosing the right definition
4	Selecting Appropriate Definitions	
	Practice Exercise B (assigned and discussed)	Dictionary Skills
		a. Alphabetical order
		b. Dividing the dictionary into thirds
		c. Using the pronunciation key (main key, page key)
		d. Practice using the dictionary

	Primary Activity	Related Activity
5	Selecting Appropriate Definitions Practice Exercise Set C (assigned and discussed)	Dictionary Skills a. Finding a word whose spelling is unknown b. What to do if the definition contains an unfamiliar word
6	Selecting Appropriate Definitions Practice Exercise Set D (assigned and discussed)	Dictionary Skills a. Variant spellings b. Idiomatic expressions
7	Selecting Appropriate Definitions Practice Exercise Set E (assigned and discussed)	Other reference tools (almanacs, encyclopedias, atlases, thesauruses, special dictionaries, etc.)
8	Other reference tools (reviewed and continued)	Research Report Writing Using References (content teachers)
9	Other reference tools (reviewed and continued)	Research Report Writing (continued)
10	Research report talks -	Book talks/browsing

What is a Dictionary?

What is Found in a Dictionary?

(Session 1, e)

What is a Dictionary?
(A Source)

A dictionary is a book of words and their definitions. Dictionaries do not tell what words mean; rather, they give a history of how words have been used. Makers of dictionaries study writing and catalog how a word is used by many writers. The way the word is most frequently used is explained, and this explanation becomes the first definition. Since a word may be used in many ways, those uses are also counted and arranged by frequency of use. The second most frequent use of the word becomes the second definition, the third most frequent becomes the third definition, and so on. This is why we are able to say that a word has a number of meanings, depending on how it has been used by published authors. A dictionary then, is an ever-changing, history book of how words have been and are now being used.

In addition to the pronunciation and spelling, the dictionary tells us many things about each word, such as how to divide a word into syllables, how to make it plural, and what part of speech it is. Most dictionaries also:

- explore word histories (etymologies).

For example: 1. bonfire... n. (from Middle Ages bone-fire, a large public fire in which bones were burned)

2. February...n. (from Latin Februarius, derived from Februarius, derived from Februa, a feast of purification held on the 15th of the month)

3. hydraulic... adj. (from Greek hydraulis "pipe organ operated by water power," from hydra- and aulos "reed instrument")

- explain idioms.

For example: 1. behind the eight ball - in a highly disadvantageous position

2. blue moon n.: a very long period of time

3. slip-up n.: a mistake

- explain acronyms.

For example: 1. BLT: abbreviation for bacon, lettuce, and tomatoe sandwich

2. scuba n. (from the initials of the words self-contained underwater breathing apparatus): an apparatus used for breathing while swimming under water.

3. UFO: abbreviation for unidentified flying object

- include illustrative sentences and phrases showing words in context.

For example: 1. puzzle [puz´əl] n., v. puzzled, puzzling /v. To confuse or perplex; mystify. The new instructions puzzled him...

2. trail vb 1. to drag or draw along behind. The horse trailed its reins.

3. sleep vb slept; slept; 1. to rest or be in a state of sleep 2. to get rid of or spend in or by sleep. He slept away his cares.

- cover multiple meanings.

For example: sole´ [sōl] n., v. soled, soling 1 n. The bottom surface of the foot. 2 n. The bottom surface of a shoe, boot, stocking, etc. 3 n. To furnish with a sole: The shoemaker soled our shoes.

sole[2] [sōl] n. Any of various flatfish related to the flounder and much used as food

sole[3] [sōl] adj. 1. Being the only one: He was the sole doctor in town.

- list synonyms.

For example: sleepy\'slē-pē\ adj. sleep'i'er; -est 1: having an inclination to sleep: ready to fall asleep 2: quietly inactive: DULL (a sleepy village — sleep'i-ly adv. - sleep'i'ness n. syn. SLEEPY, SOMNOLENT, DROWSY can mea experiencing an urge or tendency to sleep. SLEEPY, the most geneeral term, may imply no more than the consciousness of an urge to sleep (sleepy after a long day); SOMNOLENT is more likely to suggest the sluggishness or inertia of one who is sleepy or less than fully conscious by inclination <a somnolent pupil>; DROWSY suggests more strongly the signs (as very sluggish reactions and dulled consciousness) of a sleeping tendency that is heavily upon one <a sedative that left him drowsy> ant. wakeful

- give all regular and irregular inflected forms.

For example: 1. see\sē\ vb saw\'sȯ\; seen\'sēn\; see:ing\'sē-ing\

2. referendum\ ref-ə-ren-dəm\ n., pl. -da\-de\ or -dums

3. goose \'g üs\ n. pl. geese \gēs\

Dictionaries may also

- list all the states of the United States and provinces of Canada and their capitals.

- give information about the origins of state and province names.

- furnish many photographs and illustrations.
- give a complete metric table.
- give the pronouncing vocabulary of common English given names.
- list the presidents and vice-presidents of the United States.
- illustrate and explain proofreaders' marks.

DIRECTIONS FOR USING EXERCISES A-E

Grades 7 and 8

DIRECTIONS FOR USING EXERCISES A-E

Using context to select the appropriate definition

Introduction

Exercises A to E are written in the format of the actual NGORT test items, except that Exercises A and B contain just three answer choices. For your information, the test item specifications are in Appendix B. The example below, taken from the Teacher's Handbook, illustrates how the dictionary objective is tested and may be used as a model for the generation of additional exercises which are written to the test item specifications.

from p. 42, Teacher's Handbook (NGORT)

Sample Item

Directions: Use the dictionary entries in the boxes below to find the definitions for the underlined words in the sentences.

1. According to bus company policy, it is mandatory that passengers have their exact fare ready when they get on the bus.

> man·da·to·ry\ 'man-də-, tor-e,-,tor-\ *adj.* 1. Containing a command; 2. Required; necessary. 3. Of or relating to mandate as granted by an organization of nations; as *mandatory* powers. 4. Of the nature of a formal order from a higher court to a lower court.

The definition that best fits mandatory in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

Student Skills Required

In order to successfully answer a test item, the student must comprehend the meaning of the text surrounding the underlined or unknown word. That is, the student must use the sense of the context to guide the selection of the correct definition. In fact, an understanding of the sense of the context is a precondition for a correct response. It involves a type of inferential thinking in which the specific meaning of an unknown word is constrained by the known.

This suggests that the instruction accompanying the Practice Exercises should not focus on the selection of correct answers but on strategies which help students use the sense of the sentence, or sentences, in making their selections. Specifically, students must be taught (1) to identify the requirements set by the context surrounding the unfamiliar word and (2) to use available context clues.

The instructional requirements of this objective may be outlined as follows:

The student should be taught to

(1) study the sentence for available clues and to gain a sense of the statement,

(2) identify key words or phrases which set the requirements for the appropriate definition,

(3) study the definitions to eliminate those which have no relationship to the key words or do not fit with the sense of the sentence (in the example, definitions 3 and 4 can be eliminated),

(4) recognize the subtle differences between definitions, and

(5) select the definition which fits the grammatical function of the word as it is used in the sentence.

Students should also be told that, in non-testing situations, the first definition (because it represents the way the word is most frequently used) is probably the appropriate definition.

Instructional Procedures

1. Work the example through with the student to provide a model for how they are to do the exercises. (Example is attached.)

   Show the students how to

   a. study the sentence for available clues and to gain a sense of the statement,

   b. identify key words or phrases which set the requirements for the appropriate definition,

   c. study the definitions to eliminate those which have no relationship to the key words or do not fit with the sense of the sentence (in the example, definitions 3 and 4 can be eliminated),

   d. recognize the subtle differences between definitions, and

   e. select the definition which fits the grammatical function of the word as it is used in the sentence.

2. Students answer the exercises (on their own paper).

3. Students are asked to list the sentence and/or definition clues which guided their choices. (For example, policy is a clue to mandatory in the sample item.)

4. The teacher leads a class discussion which takes the five steps noted above (1. a-e).

* * * * * * * * *

The following types of context clues* are offered as instructional information. It is not important that students know the names of the clues. It is important, however, that the students are actively involved in contextual analysis.

*Other types of context clues such as italics, footnotes, parenthetical expressions may be noted. Structural analysis clues such as prefixes and suffixes are important for unlocking word meanings; however, because of the special format of the Practice Exercises, the instructional emphasis should be on the requirements set by the context in determining how specific words are used - even familiar words.

SAMPLE CONTEXT CLUES

The following are structures writers use to assist their readers:

1. Appositive

   A word, phrase or clause set beside a noun or pronoun to explain or identify it

   a. The bus company's exact fare policy is mandatory, a required procedure instituted to protect their drivers from robbery.

   b. The evaluation procedure, an achievement test, measures nine objectives.

2. Definition

   An explanation of a new word within the same sentence. The definition usually follows a linking verb.

   a. A mandatory regulation is a rule which everyone must follow.

   b. A test is a means of evaluating achievement.

3. Synonyms

   Words which mean nearly the same

   a. The exact fare policy is mandatory. It is a required procedure of all passengers.

   b. They may use a written test or similar evaluation device.

4. Simile

   A comparison between things essentially unlike, expressed directly through the use of the comparing words: like or as

   a. The bus company's mandatory exact fare policy was as strict as a law.

   b. The evaluation device was like any other test they had taken.

5. Groupings

   A listing of similar words which are classified to depict likeness

   a. The following regulations are mandatory: (1) all passengers must have exact fare, (2) no passenger may stand ahead of the yellow line, and (3) no food or beverages may be consumed on the bus.

b. The evaluation procedure required a test booklet, an answer sheet, and two, number 2 pencils.

6. Example

An instance or sample intended to show what a previously stated item or concept is like

a. The bus company has many mandatory policies. For example, passengers must have exact fare.

b. Multiple choice, true and false, and essay questions are examples of the various types of evaluation devices.

7. Antonym

A word considered opposite in meaning from another

a. The exact fare policy is mandatory. There is no required age for a bus rider.

b. Instead of a standardized test, an informal evaluation device may be used.

8. Summary

One or more statements presenting a detailed account or description which clarifies the use of a term

a. The exact bus fare policy is mandatory. Drivers will carry no change. The fare receptacle cannot be opened by the driver. The bus company will not reimburse overpayment.

b. It had 50 multiple-choice questions. The questions covered a full year's work. Only 20 minutes were provided for answering. In short, this particular evaluation device would present a challenge.

FOCUSED INSTRUCTIONAL LESSONS*

Seventh Grade

Practice Set A
Practice Set B
Practice Set C
Practice Set D
Practice Set E

*Coded to the Outline of Instructional Sessions.

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. Do the best you can; try not to <u>err</u> in your classroom work.

err(ûr)v.i. 1. To be wrong 2. To do wrong morally; sin. 3. To deviate from true course or purpose.

The definition that best fits <u>err</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

2. After the <u>benediction</u>, the congregation silently filed out.

ben-e-dic-tion (bĕn ə -dik′ shən) n. 1. A blessing or the act of blessing. 2. An invocation of divine blessing, usually at the end of a service. 3. The state of blessedness.

The definition that best fits <u>benediction</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

SEVENTH GRADE

PRACTICE SET A

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. She ate the whole pie in an effort to gratify her sweet tooth.

grat-i-fy(grăt′ə -fī) v.t. 1. To please or satisfy 2. To indulge: to humor. 3. To requite; to reward

The definition that best fits gratify in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

4. After hearing the inspiring speech, the audience broke into spontaneous applause.

spon-ta-ne-ous(spŏn-tā′ nē-əs) adj. 1. Happening or arising without apparent external cause; self-generated. 2. Voluntary and impulsive; unpremeditated. 3. Unconstrained and unstudied in manner or behavior.

The definition that best fits spontaneous in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. He gently placed the tiny cold hand between his larger ones to <u>chafe</u> them.

chafe(chāf)v. 1. To wear away or irritate by rubbing. 2. To annoy: vex. 3. To heat or warm by rubbing.

The definition that best fits <u>chafe</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

SEVENTH GRADE PRACTICE SET B

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. Mrs. Goodwin was part of the special <u>constellation</u> of teachers responsible for the gifted students in her school.

con-stel-la-tion(kŏn′ stə-lā′ shən) n. 1. Astronomy. Any of 88 stellar groups considered to resemble and named after various mythological characters, inanimate objects, and animals. 2. A brilliant gathering or assemblage. 3. A set or configuration of objects, properties, or individuals, especially a structurally or systematically related grouping.

The definition that best fits <u>constellation</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

2. Slowly a plan began to <u>evolve</u> in his mind to discredit his partner.

e-volve (i-vŏlv′) v. 1. To develop or achieve gradually; dense; formulate. 2. Biology. To develop by evolutionary processes from a primitive to a more highly organized form. 3. To yield, give, or throw off (gas, vapor, or heat, for example); set free.

The definition that best fits <u>evolve</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. For no tangible reason, the children's fear of the huge house grew and grew.

tan-gi-ble (tan′jəbə)adj. 1. Capable of being touched; discernible by touch. 2. Real or actual, rather than imaginary. 3. Definite; not vague or elusive.

The definition that best fits tangible in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

4. She wore an illusion veil with her wedding dress.

il-lu-sion (i̇-lo͞o′zhən)n. 1. An erroneous perception of reality. 2. The state or condition of being deceived by such perceptions or beliefs. 3. A fine transparent cloth, used for dresses or trimmings.

The definition that best fits illusion in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. The parents had to reprove their son because he did not keep his room clean.

re-prove (ri prōōv′)v.t.
1. To address words of disapproval; to rebuke.
2. To disprove or refute.
3. To speak in reproof

The definition that best fits reprove in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

SEVENTH GRADE PRACTICE SET C

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. She will <u>redeem</u> her bicycle, by paying the license fee.

re-deem (rĭ dēm') v. 1. To recover ownership of by paying a specified sum. 2. To pay off, as a promissory note. 3. To turn in (coupons, certificated, etc.) and receive something in exchange. 4. To fulfill (an oath or promise). 5. to cash. 6. To rescue or ransom. 7. To save from sin.

The definition that best fits <u>redeem</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

2. The <u>abstract</u> drawing confused the children because the people looked like cubes and squares.

ab-stract (ab' strakt) adj. 1. Thought of apart from any particular instance. 2. Hard to understand. 3. Having a design or form that is not actually like any real object or being. 4. Expressing a quality thought of apart from any real thing having this quality.

The definition that best fits <u>abstract</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. Even though many of his friends tried to change his mind, Alvin made a deliberate choice not to smoke.

de-lib-er-ate (di̯-li̯b-ər-āt) adj. 1. Premeditated; intentional 2. Careful and slow in deciding. 3. Not rashly or hastily determined. 4. Leisurely or slow in motion or manner, not hurried or impulsive.

The definition that best fits deliberate in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

4. Since she had to leave town for the funeral, Sarah took her daughter over to her grandmother's house to commend her for safe-keeping.

Com-mend (kə-mend) v.t. 1. To represent as worthy, qualified, or desirable; recommend. 2. To express approval of; praise. 3. To commit to the care of another; entrust. 4. to convey regards of.

The definition that best fits commend in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. The man wanted to know if the seizure of his property was legitimate so he went to court.

le-git-i-mate (lə-jit′-ə-mit)adj. v.
1. According to law; lawful.
2. In accordance with established rules. 3. Genuine not spurious.
4. To authorize; justify.

The definition that best fits legitimate in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

SEVENTH GRADE

PRACTICE SET D

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. In her present <u>circumstance</u>, it was doubtful that she would be able to attend college this year.

cir-cum-stance (sûr-kəm-stăns′) n. 1. One of the conditions or facts attending an event and having some bearing upon it; a determining or modifying factor. 2. One of the conditions or facts that determine, or must be considered in the determining of, a course of action. 3. The sum of determining factors beyond willful control. 4. Financial status or means.

The definition that best fits <u>circumstance</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

2. She had to go to the bank in order to make the <u>conversion</u> from American to Canadian funds.

con-ver-sion (kən-vûr′zhən/ -shən)n. 1. The set of converting. 2. A change in which one adopts a new religion. 3. The exchange of one type of security or currency for another. 4. The unlawful appropriation of another's property.

The definition that best fits <u>conversion</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. The extremity of the economic crisis caused the President to cancel his vacation plans.

ex-trem-i-ty (ĕk-strĕm-ə-tē) n. 1. The outermost or farthest point or portion; an end; and edge. 2. The greatest or utmost degree. 3. Grave danger, necessity, or distress. 4. The moment at which the end, as of life, is imminent.

The definition that best fits extremity in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

4. The first fatality of the New Year was a teen suicide.

fa-tal-i-ty (fā tăl´ə tē) n. 1. A death that results from an unexpected occurence. 2. The ability to cause death or disaster; a lethal quality. 3. The condition or quality of being governed or determined by fate. 4. A dictate or determination by fate: a destiny.

The definition that best fits fatality in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. The nucleus of the city was its civic center.

nu-cle-us (nōō klē əs) n. 1. A central thing or part around which other things are grouped; core 2. Anything regarded as a basis for future development and growth; a kernel; a beginning. 3. Biology, a complex, usually spherical, protoplasmic body within a living cell. 4. Botany. The central kernel of a nut or seed.

The definition that best fits nucleus in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

SEVENTH GRADE

PRACTICE SET E

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. His reason for purchasing the old Whitney estate was, as yet, <u>obscure</u>.

ob-scure (ŏb sk yo͝or′) adj. 1. Partially or altogether deficient in light; dark; gloomy. 2. Of somber hue; dark. 3. So faintly perceptible as to lack clear delineation; indistinct. 4. Out-of-sight; hidden.

The definition that best fits <u>obscure</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

2. I didn't understand the point of the <u>sally</u>, but I smiled anyway.

sal-ly (săl′ē) v.i. 1. To rush or leap forth suddenly. 2. To issue suddenly from a defensive or besieged position to make an attack upon an enemy. 3. To emerge spiritedly, as from a resting place. 4. n. A quick witticism or bantering remark; a quip; joke.

The definition that best fits <u>sally</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. In order to belie his gentle nature, he spoke roughly to the boys in his gym class.

be-lie (bi-lī′) v.t.
1. Archaic. To tell lies about; slander; defame.
2. To misrepresent or picture falsely; disguise.
3. To show to be false.
4. To disappoint or leave unfulfilled.

The definition that best fits belie in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

4. The loud thunder and streaks of lighting let everyone know that the storm would not abate in its intensity or size.

a-bate (ə-bāt′) v.
1. To reduce in amount or diminish. 2. To put an end to or suppress. 3. To deduct or subtract. 4. To decrease or become less in strength.

The definition that best fits abate in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. Some people think America is in its ebb period of history because of its loss of political allies.

ebb (ĕb)n. 1. The reflux or falling of the tide.
2. A point of decline.
3. To flow back or away.
4. To waste or fade away.

The definition that best fits ebb in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

FOCUSED INSTRUCTIONAL LESSONS*
EIGHTH GRADE

PRACTICE SET A
PRACTICE SET B
PRACTICE SET C
PRACTICE SET D
PRACTICE SET E

*Coded to the Outline of Instructional Sessions

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. Have you read the <u>sequel</u> to that novel?

se·quel (sē kwĕl) n. 1. Anything that follows; a continuation. 2. A literary work complete in itself, but continuing the narrative of an earlier work. 3. A result or consequence.

The definition that best fits <u>sequel</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

2. Lately, I haven't had much <u>vitality</u>.

vi·tal·i·ty (vī tăl'ə tē) n. 1. That which distinguishes the living from the non-living. 2. The capacity to live, grow, or develop. 3. Vigor; energy; exuberance.

The definition that best fits <u>vitality</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. The military <u>sector</u> was off limits to unauthorized persons.

sec·tor(sĕk′tar, tôr′) n.
1. Geometry. The portion of a circle bounded by two radii and one of the intercepted areas.
2. A division of a military position for which one unit is responsible. A zone of action. 3. A part or division of something, such as a city, resembling a military sector.

The definition that best fits <u>sector</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

4. Neither Hillary nor Cathy will forget what <u>transpired</u> on the ship that foggy night.

tran·spired v. (trăn·spir′ed)v.
1. Give off vapor containing waste products through animal or plant pores. 2. To become known; come to light.
3. To happen; occur.

The definition that best fits <u>transpired</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. The coach was angry when Watson finally arrived at the <u>scrimmage</u>.

> scrim·mage(skĭm′ĭj) n. 1. A rough and tumble struggle. 2. Football. (a) The contest between two teams from the time the ball is snapped back until it becomes out of play. (b) A team's practice session. 3. Rugby. A scrimmage.

The definition that best fits <u>scrimmage</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. Does anyone ever reach the <u>zenith</u> of his potential?

ze·nith(zē nĭth) n.
1. The point on the celestial sphere that is directly above the observer. 2. (a) The upper region of the sky. (b) The highest point above the observer's horizon attained by a celestial body. 3. The highest point of any path or course; a point of culmination; peak.

The definition that best fits <u>zenith</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

2. As Mary was writing her English report, she tried to <u>consolidate</u> all of the information she had about James Baldwin.

con·sol·i·date/kən.sŏl'ə dāt') v. 1. To make firm or coherent; form into a compact mass; solidify. 2. Miltary. To strengthen or reorganize(a position). 3. To unite into one system or body; to combine; merge.

The definition that best fits <u>consolidate</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. Tricking old people out of their money was the humbug's favorite work.

hum·bug (hŭm'bŭg) n.
1. Something intended to deceive; a hoax; sham
2. One who tries to trick or deceive others; an imposter; charlatan.
3. Nonsense; rubbish.

The definition that best fits humbug in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

4. They decided not to go to see that movie because the reviewer said there was too much gore.

gore (gôr) n. 1. A triangular or tapering piece of cloth used as a part of a garment such as a skirt or an umbrella. 2. A small triangular piece of land. 3. Blood, especially coagulated blood from a wound.

The definition that best fits gore in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. Since the team did not have the required number of players, they won the game by <u>default</u>.

de·fault (di·falt) n.
1. A failure to perform a task or fulfill an obligation; especially, failure to meet a financial obligation. 2. Failure to make a required appearance in court. 3. The failure of one or more competitors or teams to participate in a contest.

The definition that best fits <u>default</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. Michael's constant talking during the program was an <u>affront</u> to the speaker.

af·front (ə frŭnt) n. 1. A personally offensive act or word. 2. An offense to one's dignity or self-respect vt. 3. To put out of countenance; make ashamed or confused. 4. To meet or encounter face to face.

The definition that best fits <u>affront</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

2. War is a <u>bane</u> on civilization and should be avoided if we want to save our world.

bane/bān/n. 1. That which causes death or destroys life. 2. A deadly poison. 3. A thing that ruins or spoils. 4. Ruin; destruction; death.

The definition that best fits <u>bane</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. Our high school does not <u>sanction</u> sororities or fraternities.

sanc·tion(săngk′shan) n. 1. Authoritative permission or approval that makes a course of action valid. 2. Support or encouragement, as from public opinion or established custom. 3. A consideration, influence, or principle that dictates an ethical choice. 4. A law or decree.

The definition that best fits <u>sanction</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

4. The <u>scope</u> of the social studies text did not include the war in Vietnam.

scope(skōp) n. 1. The range of one's perceptions, thoughts, or actions. 2. Breadth or opportunity to function. 3. The area covered by a given activity or subject. 4. The length or sweep of a mooring cable.

The definition that best fits <u>scope</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. People have tried to smuggle <u>contraband</u> hidden in false gas tanks in their cars.

> con·tra·band(kŏn′trə·bănd′)n. 1. Goods prohibited by law or treaty from being imported or exported. 2. Smuggled goods. 3. Goods that may be seized and confiscated by a belligerent government. 4. During the Civil War, an excaped slave who fled to or was taken behind Union lines.

The definition that best fits <u>contraband</u> in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. You can't begin to understand the magnitude of problems confronting the mayor.

mag·ni·tude(măg′nə tad) n.
1. Size; extent. 2. Great amount, importance.
3. Greatness: great.
4. Moral greatness.

The definition that best fits magnitude in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

2. He saw the ghost materialize out of nowhere.

ma·te·ri·al·ize/mə tĭr′ē ə zliz/v
1. To invest with material attributes. 2. To make physically perceptible.
3. To render materialistic.
4. To assume bodily form.

The definition that best fits materialize in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

USING A DICTIONARY

EIGHTH GRADE

PRACTICE SET D

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. The lighthouse will <u>emit</u> a signal every 30 seconds during the fog.

e·mit (ī mit´)v.t. 1. To issue formally for circulation. 2. To utter; as opinions. 3. To send forth; give out or forth. 4. To issue as an order or decree.

The definition that best fits <u>emit</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

4. The Mona Lisa has an <u>aura</u> of beauty about her.

au·ra/ôr´ /n. 1. A subtle emanation proceeding from a body or surround it as an atmosphere. 2. A distinctive air, atmosphere, character. 3. The motion of the air at an electrified point. 4. A sensation, as of a current of cold air, or sensory experience preceding an attack of epilepsy or hysteria.

The definition that best fits <u>aura</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. War, with its devastating power, can <u>annihilate</u> all living forms.

an·ni·hi·late(ə nī/ə lāt) v.t.
1. To cancel the effect of; annul. 2. To reduce to silence, helplessness.
3. To destroy the form or collective existence of.
4. To reduce to nothing; destroy utterly.

The definition that best fits <u>annihilate</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

1. All students must <u>rectify</u> their mistakes before they turn in their assignment.

rec·ti·fy, rĕk′tə fī′ v.t. 1. To make, put or set right, remedy. 2. To put right by adjustment or calculation. 3. To purify by repeated distillation. 4. To determine the length of (a curve).

The definition that best fits <u>rectify</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

2. The teacher tried to <u>reconcile</u> the two friends who had quarrelled.

rec·on·cile (rĕk′ən sīl) vt 1. To render no longer opposed. 2. To win over to friendliness. 3. To compose or settle (a quarrel). 4. To bring into agreement or harmony; make compatible.

The definition that best fits <u>reconcile</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

3. The smell of blood caused the sharks to <u>rend</u> their wounded comrade to pieces with their sharp teeth.

rend(rĕnd)v.t. 1. To separate into parts with force or violence. 2. To disturb(the air) sharply with loud noise. 3. To pull or tear violently. 4. To tear(one's garments or hair) in grief, rage.

The definition tnat best fits <u>rend</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

4. While the doctor was explaining his illness, the patient did not understand the medical <u>jargon</u>.

jar·gon (jär'gən)n.
1. Unintelligble or meaningless talk or writing.
2. Any talk or writing which one does not understand.
3. The language peculicur to a trade, profession or other group. 4. A kind of speech abounding in uncommon or unfamiliar words.

The definition that best fits <u>jargon</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

DIRECTIONS: USE THE DICTIONARY ENTRIES IN THE BOXES BELOW TO FIND THE DEFINITIONS FOR THE UNDERLINED WORDS IN THE SENTENCES.

5. The <u>irony</u> of the situation is that we must fight a war to maintain peace.

> i·ro·ny (ī′rə nē) n. 1. A way of being amusing or sarcastic by saying exactly the opposite of what one means. 2. An event or result that is the opposite of what might be expected. 3. Simulated ignorance in discussion. 4. An ironical quality.

The definition that best fits <u>irony</u> in the sentence above is:

a. Definition Number 1
b. Definition Number 2
c. Definition Number 3
d. Definition Number 4

RELATED LESSONS:

CODED TO THE OUTLINE OF INSTRUCTIONAL SESSIONS

RELATED LESSON #3a

Using Context Clues for Meaning

When you come across a word in a sentence that you do not understand, don't skip over it. For example, what is the general subject of the sample sentence which follows? What does strident mean?

> It was difficult to ignore the strident voices of the student protestors as they shouted their demands.

USE KEY WORDS

The sentence tells you that ignoring strident voices is the general subject. What in this context is strident? The second part of the sentence gives you clues with key words like student protestors... shouted... demands. You might decide that strident means harsh sounding. The students' voices were too harsh sounding to ignore.

If you are unable to determine the meaning of an unfamiliar word from the context of the sentence, you may look it up in a dictionary. Even then you may still need to use context clues to decide which meaning best fits the sentence.

Part A

Directions:
If the underlined words in the following sentences are not familiar to you, use the context of the sentence to help you decide what the word means. Put a check mark before the sentence you think is true in each part below. The first one has been done for you.

1. When Linda started to leave the house without her dog, he looked so doleful that she had to take him along.

   ____ The dog didn't want to go with Linda.
   _X_ The dog wanted to go with Linda.

2. Harry is one of those belligerent boys who always make trouble in a classroom.

   ____ Harry seems to look for a fight.
   ____ Harry tries to avoid fights.

3. As long as Johnny drives carefully, Father is very lenient about letting him take the car.

   ____ Father objects to Johnny taking the car.

   ____ Father trusts Johnny with the car.

4. My father, who grew up in a large, poor family, learned as a boy how to save and to be frugal.

   ____ My father did not spend his money unnecessarily.

   ____ My father spent his money recklessly.

5. The coach reproached the team, expressing her displeasure at the way they played.

   ____ The coach congratulated her team.

   ____ The coach criticized her team.

Part B

Directions:

Now find doleful, belligerent, lenient, frugal, and reproached in your dictionary. Complete the following chart. The first one has been done for you.

Entry Word	Pronunciation	Part of Speech	Did I use the Correct Meaning in Part A?	
			Yes	No
1. doleful	\'dōl-fəl\	Adj.	X	
2. belligerent				
3. lenient				
4. frugal				
5. reproached				

Part C

Directions:

In this exercise you have the context of a whole paragraph to help you understand the meaning of the underlined words. Draw a line under the meaning you think is correct. Then check your dictionary to see if you made the right choice. The first one has been done for you. Remember to look for key words.

1. Every year thousands of dollars worth of small articles are pilfered from department stores. Even though security guards are hired by the stores to keep an eye on possible thieves, it is all too easy for a shopper to take something from a counter without being seen.

Pilfered means
- destroyed.
- sold.
- stolen.

2. Martin is a musical prodigy. Although he is only ten years old, he can read difficult music. He can play five different instruments equally well.

A prodigy is one who
- has difficulty learning.
- can do amazing things.
- will try anything.

3. In Grandfather's day, food was kept in ice boxes, and a cake of ice kept things cold. As the ice melted, the water ran into a pan under the ice box. When gas and electric refrigerators were invented, the old-fashioned ice box became obsolete

Obsolete means
- no longer used.
- too expensive.
- wanted by everyone.

4. When he saw that it was raining, Dwayne was unhappy. He moped around the house with his mouth turned down.

Moped means that
- Dwayne was lively and cheerful.
- Dwayne was sad and gloomy.
- Dwayne was wet and soggy.

5. The giant panda was first found in Tibet about a century ago. They can stand upright. They use their paws to pull out bamboo shoots which they eat.

Shoots are
- edible parts of trees.
- hunting parties.
- small flowers.

RELATED LESSON #3b

Choosing the Right Definition
(Words With Multiple Meanings)

The word tip, like many other words, has more than one meaning. When you read such a word, you need to look at the context of the sentence to decide which meaning fits.

Example:

a) The tip of my pencil is broken.

b) Don't forget to tip the waiter.

c) Fred's mother gave him a tip on how to remember the spelling of Mississippi.

d) The center will tip the basketball into the hoop.

Part A

Directions:

Read the following sentences. Decide what the underlined word in each sentence means in that sentence. Put a circle around the phrase which matches the meaning of the underlined word. The first one has been done for you.

1. The telephone wire was the bluejay's favorite perch.
   a. a fresh-water fish used as food
   b. something on which birds can rest
2. I need help to mount the horse.
   a. to get up onto
   b. to put or fix in a setting or to display on a wall.
3. I like jam better than jelly.
   a. a spread made by boiling fruit and sugar to a thick consistency.
   b. to press into a tight position
4. It was Ron's turn at bat.
   a. stout solid stick
   b. a turn at hitting.
5. Father asked for the check.
   a. to make sure of the correctness
   b. a slip indicating the amount due
6. The carpenter reached for his hammer.
   a. to strike blows
   b. a hand tool

7. The bank will pay interest on your savings account.
   a. the return received on money
   b. a readiness to be concerned with
8. "This $20 should tide you over," said grandfather.
   a. the alternate rising and falling of the surface of the ocean
   b. to enable to overcome or endure a difficulty

Part B

Directions:

Read the definitions for the word entry pocket which follows. Then read the sentences and decide which meaning of pocket best fits the sentence. Write the number of the definitions on the line. The first one has been done for you.

pock et (pok' it), 1. a small bag open at the top or side sewed into clothing. 2. a hollow place. 3. a small bag or pouch. 4. a hole underground containing gold or other ore. 5. any current or condition in the air which causes aircraft to drop suddenly. 6. used for small cash outlays. 7. take secretly or dishonestly. 8. take and endure without doing anything about it.

1. The pilot said to fasten our seat belts as we would soon be hitting some air pockets.
   Pocket has meaning number 5 .
2. Uncle Jim's partner pocketed all the earnings from their business, then left town.
   Pocket has meaning number ____.
3. The sea gull lays her eggs in a pocket in the sand.
   Pocket has meaning number ____.
4. Inside the mountain was a large coal pocket.
   Pocket has meaning number ____.
5. This suit coat has no inside pocket.
   Pocket has meaning number ____.

6. My pocket has been stolen.
   Pocket has meaning number ____.

7. I never have enough pocket money.
   Pocket has meaning number ____.

Part C

Directions:

On the blank lines under each sentence, write a sentence in which the underlined word is used with an entirely different meaning. Use your dictionary if you need help. The first one has been done for you.

1. Birch trees are easy to recognize because of their white bark.
   The dog's bark is usually worse than his bite.
2. Mother likes lean meat, but father likes meat with fat on it.

   _____

   _____

3. When knights of old went into battle, they were protected by suits of mail.

   _____

   _____

4. The blacksmith's forge was red hot.

   _____

   _____

5. Brush your teeth after eating.

   _____

   _____

6. Mother thought that the charge for the oil change was too high.

   _____

   _____

7. I love to see the palms sway in the Florida breeze.

   _____

   _____

8. If we pool our efforts, we will get the housework done before mother gets home.

   _____

   _____

RELATED LESSON #4a

Alphabetical Order

Words in a dictionary are arranged in alphabetical order. Since a comes before b in the alphabet, words beginning with a come before those beginning with b. Words that begin with the same first letter are arranged by the second letter.

For example: far, few; lamp, line; tone, tune

Words with the same first and second letters are arranged in alphabetical order by the third letter.

For example: freeze, frosty; great, greet; space, spice

Sometimes the fourth and fifth letters are used to correctly alphabetize a list of words.

For example: harbor, hardly; parade, paradise

Directions:

Below are nine groups of words. Put each group of words in alphabetical order by numbering from 1 through 4 in the spaces provided. The first one has been done for you.

1.	brave	4	2.	dunes	____	3.	grow	____
	bank	1		detour	____		garage	____
	blanket	3		dangerous	____		glitter	____
	birds	2		dollar	____		gifts	____
4.	house	____	5.	ledger	____	6.	market	____
	high	____		light	____		marble	____
	handsome	____		lengthy	____		moon	____
	horse	____		large	____		motion	____
7.	powerful	____	8.	strain	____	9.	weakness	____
	porch	____		strong	____		weird	____
	police	____		stripe	____		weekly	____
	poetry	____		street	____		weary	____

RELATED LESSON #4b

Dividing the Dictionary into Thirds

Words in a dictionary are listed in alphabetical order. Each word is called an entry word. The first entry words begin with the letter a. The last entry words begin with z. To find a word quickly, you might try this method. Divide the alphabet into three parts:

Beginning	Middle	End
a b c d e f	g h i j k l m n o p	q r s t u v w x y z

Now imagine the dictionary divided into the same three parts: a to f, g to p, and q to z.

For example: To find the word cotton, you would look in the first, or beginning part. The word giraffe would be in the second, or middle, part. The word rodent would be in the third, or end, part.

Part A

Directions:

Below are 12 words you would find a dictionary. Next to each word write beginning, middle, or end to show where you would find that word in a dictionary. The first one has been done for you.

1. yawn end
2. juggle _____
3. lotion _____
4. idle _____
5. dome _____
6. shadow _____
7. burro _____
8. wizard _____
9. plaza _____
10. title _____
11. niece _____
12. escape _____

Part B

Directions:

Put the 12 words in Part A in alphabetical order by writing each word in its proper order on the numbered lines below. The first one has been done for you.

1. burro _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

RELATED LESSON #4c

Using the Pronunciation Key in the Dictionary

Your dictionary uses special symbols to respell entry words to show how to pronounce them. If you looked up investigate, you would find:

in·ves·ti·gate in-ves´-tə-gāt´

These special symbols are used in simple examples in a pronunciation key found at the beginning of the dictionary or at the bottom of the page. These guides to using the symbols are called pronunciation keys. The pronunciation key shows how to say some of the symbols in the respelling of investigate. Each symbol stands for a sound in the pronunciation key.

PRONUNCIATION KEY

ă pat/ā pay/â care/ä father/ĕ pet/ē be/ĭ pit/ī pie/î fierce/ŏ pot/ō go/ô paw, for/oi oil/o͝o book/o͞o boot/ou out/ŭ cut/û fur/*th* the/th thin/hw which/zh vision/ə ago, item, pencil, atom, circus

Part A

Directions:

Use the pronunciation key above to pronounce each of the following respelled words. Then in the blank before each number write the word that shows you how to pronounce the vowel sound in the numbered word. The first one has been done for you.

pet	1.	pest (pĕst)	_____	5.	cairn (kârn)
_____	2.	low (lō)	_____	6.	quoit (kwoit)
_____	3.	lei (lā)	_____	7.	haul (hôl)
_____	4.	soot (so͝ot)	_____	8.	aisle (īl)

Part B

Directions:

Pronounce each of the following words. Use the pronunciation key in your dictionary. Decide which of the three words listed under each word has the same vowel sound. Write the letter in the blank before the number. The first one has been done for you.

lunch 1. sponge (spŭnj)

a. spoon b. lunch c. wrong

_____ 2. farm (färm)

a. chart b. herd c. pork

_____ 3. great (grāt)

a. tease b. feet c. fate

_____ 4. poise (poiz)

a. pour b. toy c. post

_____ 5. sieve (sĭv)

a. limp b. dive c. rein

_____ 6. hurt (hûrt)

a. but b. learn c. pure

_____ 7. knish (knĭsh)

a. knife b. lick c. nice

Part C

The respelling of a word with two or more syllables has an accent mark. This mark (ˊ) shows which syllable is said with the greatest stress. In some long words two syllables are accented. This mark (ˊ) shows which syllable is said with less stress. The respelling of investigate has two accent marks.

For example: in·ves·ti·gate in-ves´-tə-gāt´

Directions:

Pronounce each of the following respelled words. Use the pronunciation symbols in your dictionary to help you. Then put a line under the word that was respelled. The first one has been done for you.

1. hŏŏd

a. heed b. hood c. hide

2. pär´tē

a. pretty b. partner c. party

3. dis´plā

a. display b. dispel c. displace

4. kwī´-ət

a. quit b. quest c. quiet

5. rel´-ət-iv

a. relation b. relative c. relate

6. kal´-kyə-lā´tər

a. escalator b. California c. calculator

7. nom´-ə-nā´-shən

   a. nomination b. numerical c. nationalization

8. je´-ə-graf´-i-kəl

   a. geometric b. geographical c. geological

9. pāj

   a. pain b. pang c. page

RELATED LESSON #4d

Practice Using the Dictionary

Directions:
Use the sample dictionary page which follows to answer these questions.

1. What are the guide words for page 919?
   _____ and _____
2. What part of speech is watery? _____
3. How many syllables in wattage? _____
4. Which meaning of Waterloo is correct for this sentence?
   The British met their Waterloo at the Battle of Yorktown during the Revolutionary War. _____
5. What is the plural of waterman? _____
6. What syllable has the main accent in waterproof? _____
7. How is the a in watt pronounced? _____
8. How many meanings are given for the word watery? _____
9. What word do we use as the British use watering place?
   _____
10. What part of speech is waterfall? _____
11. For what is James Watt best known? _____
    _____
12. What other word could be used in place of watery in this sentence?
    The sky was painted a watery blue. _____
13. What part of speech is waterproof in this sentence?
    They will waterproof the roof of the garage. _____
14. What is a watertight argument? _____

wa ter fall (wô′tər fôl′), fall of water from a high place. *n.*

wa ter fowl (wô′tər foul′), 1. a water bird. 2. water birds; especially, birds that swim. *n., pl.* **wa ter fowls** or (*esp. collectively*) **wa ter fowl.**

water front, 1. the part of a city beside a river, lake, or harbor. 2. land at the water's edge.

water gap, gap in a mountain ridge through which a stream flows.

water gas, a gas used for lighting or fuel. Water gas is largely carbon monoxide and hydrogen, made by passing steam over very hot coal or coke.

water gate, 1. gate or gateway through which water passes. 2. gate that controls the flow of water; floodgate. 3. gate opening on water.

water glass, 1. glass to hold water; tumbler. 2. sodium or potassium silicate, a substance used especially to coat eggs and keep them from spoiling.

water hole, hole in the ground where water collects; small pond; pool.

watering place, 1. *Esp. Brit.* resort with springs containing mineral water. 2. *Esp. Brit.* resort where there is bathing, boating, etc. 3. place where water may be obtained.

water jacket, a casing with water in it, put around something to keep it cool or at a certain temperature.

water level, the surface level of a body of water.

water lily, a water plant having flat, floating leaves and showy, fragrant flowers. The flowers of the common American water lily are white, or sometimes pink.

Common American water lily

water line, 1. line where the surface of the water touches the side of a ship or boat. 2. any of several lines marked on a ship's hull to show the depth to which it sinks when unloaded, partly loaded, or fully loaded.

wa ter-logged (wô′tər lôgd′), 1. so full of water that it will barely float. 2. thoroughly soaked with water. *adj.*

Wa ter loo (wô′tər lü), 1. the battle in which Napoleon was finally defeated in 1815. 2. any decisive or crushing defeat. 3. city in Iowa. 72,000. *n.*

water main, a large pipe for carrying water.

wa ter man (wô′tər mən), 1. boatman; man who works on a boat. 2. oarsman. *n., pl.* **wa ter men.**

wa ter mark (wô′tər märk′), 1. a mark showing how high water has risen or how low it has fallen: *the high watermark of a river.* 2. a faint design made in some kinds of paper. 3. put a watermark in. Some letter paper is watermarked. 1,2 *n.*, 3 *v.*

wa ter mel on (wô′tər mel′ən), 1. a large, juicy melon with red or pink pulp and a hard green rind. 2. vine bearing these melons. *n.*

water moccasin, 1. a poisonous snake of the S United States that lives in swamps and along streams; the cottonmouth. 2. any of various similar but harmless snakes.

water ouzel, any of various small birds related to the thrushes, that wade and dive in deep water for food.

water polo, game played with an inflated ball by two teams of swimmers.

water power, 1. the power from flowing or falling water. It can be used to drive machinery and make electricity. 2. fall in a stream that can supply power.

wa ter proof (wô′tər prüf′), 1. that will not let water through; resistant to water: *An umbrella should be waterproof.* 2. a waterproof material. 3. a waterproof coat; raincoat. 4. make waterproof. 1 *adj.*, 2,3 *n.*, 4 *v.*

water rat, 1. a large European field mouse that lives in the banks of streams or lakes. 2. muskrat.

wa ter shed (wô′tər shed′), 1. ridge between the regions drained by two different river systems. 2. the region drained by one river system. *n.*

wa ter side (wô′tər sid′), land along the sea, a lake, a river, etc. *n.*

water snake, a nonpoisonous snake living in or frequenting water.

water spaniel, a curly-haired dog that is often trained to swim out for wild ducks, geese, etc., that have been shot down by hunters.

Irish water spaniel

wa ter spout (wô′tər spout′), 1. pipe which takes away or spouts water. 2. whirlwind over the ocean or a large lake. It looks like a column of water reaching upward to the clouds. *n.*

water table, the level below which the ground is saturated with water.

wa ter tight (wô′tər tīt′), 1. so tight that no water can get in or out. Steamboats are often divided into watertight compartments by watertight partitions. 2. leaving no opening for misunderstanding, criticism, etc.; perfect: *a watertight argument.* *adj.*

water tower, 1. a big tower to hold water. 2. a fire-extinguishing apparatus used to throw water on the upper parts of tall buildings.

water vapor, water in a gaseous state, especially when below the boiling point and fairly diffused, as distinguished from steam.

wa ter way (wô′tər wā′), 1. river, canal, or other body of water that ships can go on. 2. channel for water. *n.*

water wheel, wheel turned by water and used to do work.

water wings, two waterproof bags filled with air and put under a person's arms to hold him afloat while he is learning to swim.

wa ter works (wô′tər wėrks′), 1. system of pipes, reservoirs, water towers, pumps, etc., for supplying a city or town with water. 2. building containing engines and pumps for pumping water; pumping station. *n. pl. or sing.*

wa ter worn (wô′tər wôrn′), worn or smoothed by the action of water. *adj.*

wa ter y (wô′tər ē), 1. of water; connected with water. 2. full of water; wet: *watery soil.* 3. indicating rain: *a watery sky.* 4. tearful: *watery eyes.* 5. containing too much water: *watery soup.* 6. like water. 7. weak; thin; poor; pale: *a watery blue.* 8. in or under water: *A drowned person or a sunken ship goes to a watery grave.* *adj.*

watt (wot), a unit of electric power, equivalent to one joule per second: *My lamp uses 60 watts; my toaster uses 660 watts.* *n.*

Watt (wot), **James,** 1736-1819, Scottish engineer and inventor who perfected the steam engine. *n.*

watt age (wot′ij), electric power expressed in watts: *A flatiron that uses 5 amperes of current on a 110-volt circuit has a wattage of 550.* *n.*

watt-hour (wot′our′), unit of electrical energy or work, equal to one watt maintained for one hour. *n.*

wat tle (wot′l), 1. sticks interwoven with twigs or branches; framework of wicker: *a hut built of wattle.* 2. make (a fence, wall, roof, hut, etc.) of wattle. 3. twist or weave together (twigs, branches, etc.). 4. the red flesh hanging down from the throat of a chicken, turkey, etc. 1,4 *n.*, 2,3 *v.*, **wat tled, wat tling.**

Wattle of a turkey

wat tled (wot′ld), 1. having wattles. 2. formed by interwoven twigs; interlaced. *adj.*

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RELATED LESSON #5a

Finding a Word Whose Spelling is Unknown

Oral Exercise (Do not duplicate.)

Introduction

A common complaint of students is how can they look up a word to check its spelling when they have to know how to spell it in order to look it up. While the question is reasonable, it does suggest that students have not had sufficient practice in applying other language skills in this particular use of the dictionary.

Checking the spelling of a word in a dictionary requires basic knowledge of letter-sound relationships (phonics). A review of the main pronunciation key is useful for checking this skill. Then students need practice applying this knowledge in using a dictionary.

A simple procedure should be practiced.

1. Try to spell the word.
2. Check the spelling by locating the word in the dictionary.
3. Check the definition to see if it matches the word under consideration.

If this procedure does not work, change the steps as follows:

1. Try to spell the word.
    a. Explore other ways the first sound in the word can be spelled. (Use dictionary key.)
    b. Consider if there may be silent letters or doubled letters.
2. Check the spelling by locating the word in the dictionary.
3. Look at other words on the same page. Do the pronunciations of those words, or their definitions, fit the word being checked? If not, go to alternate spellings.
4. Always check the definition to be sure that it matches the word under consideration.

Practice Exercise

1. Have students number their papers from 1 to 5.
2. Do the first word together.
   a. Say the first word:

      occurrence (ə kʉr əns) 1. the act or fact of occurring. 2. something that occurs.

   b. Ask students to write the word on their papers.
   c. Ask students to locate the word in their dictionaries, according to their spellings.
      (1) Ask students to raise their hands if they found the word in their dictionaies, i.e., the <u>correct spelling</u>.
      (2) Ask students who did not find the word in their dictionaries to raise their hands. Ask these students how they attempted to spell the word. Ask one of these students to offer another spelling. In this manner move students to the correct spelling.

   Points to consider --
   - Are there silent letters?
   - Are there double letters?
   - Are all possible spellings exhausted?

   d. Ask students to record the page on which they found the correct spelling.
3. Say the second word from the word list below. Use your dictionary and its definition(s). Allow time for students to repeat the above process. Encourage the students to work quickly.
4. Continue through the next three words; check and discuss any problems.
5. If time permits, continue with the other words listed below or words you have found troublesome.

   a. occurence (ə kʉr´ əns)
   b. drudgery (druj´ ərē)
   c. shriek (sh r ē k)
   d. dungeon (dun´ jən)
   e. toboggan (tə bäg´ən)
   f. remnant (rem´nənt)
   g. separate (sep´ər ăt´)
   h. erudite (er´yoo dīt´)
   i. mischievous (mis´chi vəs)
   j. intoxicate (in täk´sə kāt´)

RELATED LESSON #5b

What To Do If the Definition Contains an Unfamiliar Word

Suppose you have looked up the definition of a word and find that it contains a word you do not know. What should you do? First, let's look at the definition of incongruous: *not corresponding; inharmonious; disagreeing; incompatible.*

Which words are unfamiliar? corresponding? inharmonious? incompatible? Let's use our word attack skills on corresponding. What is the root word? Correspond.

Does this help you understand the meaning of incongruous? If not, let's try the next word incompatible. What does the prefix in - mean? Not. What does not compatible mean? Still not clear? Let's try our third word inharmonious. Remember the prefix in - means not. Inharmonious means not in harmony. Now do you better understand the meaning of the word incongruous?

Let's use this word in a sentence now: The general's plan to attack at noon was incongruous with good sense.

What meaning do you get from this sentence? Was it "good sense" for the general to attack at noon? Why? Why not? We can say that the general's plan was not in keeping or in harmony with good sense because his troops would easily be seen at noon. If he attacked at night, we then could say, "The general's plan to attack at night was congruous with good sense." The general's troops could use the cover of darkness and would not be easily seen by the enemy.

Directions:
Read the definition of each of the following words. Decide if the definition helps you understand the meaning of the word. If you do understand the definition, write the definition in your own words on the lines provided. Then write a sentence using the word.

If the dictionary definition does not help you understand the word, then study the root words, prefixes or suffixes for clues to the meaning of the definition. If necessary, you may look up unfamiliar words (in the definition) in your dictionary. Restate the meaning of the word and write it on the lines provided. Use the word in a sentence. The first one has been done for you.

1. disheveled \ dish-ev-əl d\ adj.
   Dictionary definition: to be in disorder or disarray
   My definition: dis = not; so something is not in order
   Sentence: If you were caught in a windstorm, your hair would look disheveled.

2. hereditary \ hə- red-ə-ter-ē \ adj.
   Dictionary definition: genetically transmitted or capable of being transmitted from parent to offspring (hereditrary traits)
   My definition: _____
   _____
   Sentence: _____
   _____

3. frenzy \ fren-zē \ n.
   Dictionary definition: a temporary madness of violent agitation
   My definition: _____
   _____
   Sentence: _____
   _____

4. sedition \ si-dish-ən \ n.
   Dictionary definition: incitement of resistance to or of insurrection against lawful authority
   My definition: _____
   _____
   Sentence: _____
   _____

5. quixotic \ kwik-sät-ik \ adj.
   Dictionary definition: [from Don Quixote, hero of the novel Don Quixote de la Mancha by Cervantes]: impractically idealistic; romantic
   My definition: _____
   _____
   Sentence: _____
   _____

6. mirage\mə-räzh\n.
   Dictionary definition: an illusory optical effect that gives the appearance of a pool of water or a mirror in which distant objects are seen inverted and is sometimes seen at sea, in the desert, or over a hot pavement.

My definition: _____

_____

Sentence: _____

_____

RELATED LESSON #6a

Variant Spellings

Some of the main entries contain two words and each is spelled differently. Each spelling form, however, is correct. Usage tells us which form to use. The more frequent form is listed first.

Directions:
The following exercises contain variant spellings. The forms listed will be either the more frequently used form or the less frequently used form. Locate each form in your dictionary. Then, on the provided lines, write the more frequent form and the less frequent form. The first one has been done for you.

		more frequent form	less frequent form
1.	glamour	glamour	glamor
2.	rhyme		
3.	extol		
4.	brooch		
5.	program		
6.	lollipop		
7.	carat		
8.	theatre		
9.	dumfound		
10.	amok		

RELATED LESSON #6b

Idiomatic Expressions
How to Locate an Idiom in the Dictionary

An idiom is a phrase used to express ideas. You may know what all the words in an idiom mean (literal meaning), but you must learn the meaning of the entire phrase to understand it. The understood meaning of an idiom differs from its literal meaning.

Example:	John let the cat out of the bag.
Literal Meaning:	John opened the bag and let the cat out.
Understood Meaning of Idiom:	John let the secret be found out.

Idioms are listed in boldface type, within dictionary entries. Decide which word in the idiom is the key word and look it up in the dictionary. Read through the definition until you come to the idiom.

Directions:

The following sentences each contain an idiomatic expression which has been underlined for you. Locate each idiom in the dictionary and write its meaning on the line provided. The first one has been done for you.

1. Bill had to pull strings in order to get his raise n pay.
   Meaning: to exert secret influence or control
2. Mike traded in his old car for a song.
   Meaning: _____
3. We had to do extra homework because we got our teacher's goat.
   Meaning: _____
4. John, our pitcher, hit it off with the other players and with the fans.
   Meaning: _____
5. None of the children were home to go to the store, so Dad ran over himself.
   Meaning: _____
6. The medicine is for Linda because she has a frog in her throat.
   Meaning: _____
7. Rosemary saw red when she found her sister reading her diary.
   Meaning: _____
8. "Don't spill the beans about your grandparents' anniversary party," reminded Aunt Julie.
   Meaning: _____

APPENDIX A

1. Test Item Specifications for
   NGORT Study Skill No. 1:
   Using a Dictionary

2. Sample Exercise

For Appendix A

TEST ITEM SPECIFICATIONS FOR USING THE DICTIONARY

STUDY SKILL NO. 1: USING A DICTIONARY

Test Overview

The student will be presented with a sentence containing an underlined word, followed by a display of a portion of a dictionary page. The dictionary display will include the correct definition for the underlined word. The student will indicate which one of four definitions selected from the display fits the underlined word as it is used in the sentence given.

Sample Item (following sheet)

Description of Question

1. The underlined word in a test item will be a word that has at least four different meanings. The word can be either (1) at or above an eleventh grade reading level, or (2) below an eleventh grade reading level but having a meaning to be tested that is judged to be unknown to most ninth grade students.*

2. The underlined word in a test item will be an adjective, adverb, common noun, or verb.

3. The sentence that begins a test question will provide a context for the underlined word it contains that is sufficient to ensure that one particular dictionary definition fits the word as it is used.

4. The dictionary portion displayed in a test item will be taken from a high school dictionary such as might be used by the students being tested. It will show one entry, with a minimum of four different definitions shown for that entry.

Description of Answer Choices

1. Four answer choices, consisting of definition numbers, will follow each test question.

2. The correct answer for an item will be the definition number that identifies the grammatically and semantically correct meaning for the underlined word questioned in that item.

*Adapted for seventh and eighth grade Practice Exercise Sets A-E.

Sample Item

Directions: Use the dictionary entries in the boxes below to find the definitions for the underlined words in the sentences.

1. According to bus company policy, it is mandatory that passengers have their exact fare ready when they get on the bus.

> man·da·to·ry\ 'man-də, tor-e,-,tor-\ *adj.* 1. Containing a command; 2. Required; necessary. 3. Of or relating to mandate as granted by an organization of nations; as *mandatory* powers. 4. Of the nature of a formal order from a higher court to a lower court.

The definition that best fits mandatory in the sentence above is:

a. Definition Number 1

b. Definition Number 2

c. Definition Number 3

d. Definition Number 4

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APPENDIX B

Optional Supplemental Lessons
(use based on perceived need)

1. Parts of speech
2. Illustrated Definitions
3. Word Entries
4. Using Dictionary Guide Words

Parts of Speech

You know that words are used in many different ways. The eight common functions of words are called parts of speech. These functional labels show you how an entry word is most commonly used in a sentence. In a dictionary, the functional labels are abbreviated and follow right after each pronunciation.

Functional Labels

Entry Word	Abbreviation of Part of Speech (Functional Labels)	Meaning of the Abbreviation
house	n.	noun
fantastic	adj.	adjective
yourself	pro.	pronoun
around	prep.	preposition
frustrate	v.	verb
intently	adv.	adverb
but	conj.	conjunction
aha	interj.	interjection

Part A

Directions:

Look up the following words in a dictionary, and write their functional labels (parts of speech) on the lines provided. You may refer to the chart above to find out what the abbreviations mean. Sometimes a word may be used as more than one part of speech. If a word can be used as two parts of speech, list both functional labels given in the dictionary. The first one has been done for you.

1.	harvest	n., v.	noun, verb
2.	organize		
3.	where		
4.	ahoy		
5.	through		
6.	taste		
7.	rapidly		
8.	vicinity		
9.	special		
10.	she		
11.	over		
12.	window		
13.	alteration		
14.	bracket		
15.	ugh		
16.	within		
17.	valiantly		
18.	clamor		
19.	themselves		
20.	diligently		

Definitions (Illustrated)

Sometimes illustrations will help you understand the meaning of entry words in your dictionary. Illustrations may be pictures, diagrams or maps.

Directions: Look at the following illustrated entries:

cue ('kyü) n. 1. A word, phrase, or action in a play serving as a signal for the next actor to speak or act. 2. something serving as a signal or suggestion: HINT - cue vb. 3. a tapering rod for striking a ball in billiards or pool.

Pool or billiards cue

wat-tle (wŏt'l) n. 1. Poles intertwined with twigs, reeds or branches for use in construction, as of walls or fences. 2. A fleshy fold of skin hanging from the neck or throat, as of certain birds.

Wattle of a turkey

Read the definitions for the illustrated entries. Read the following sentences. Find the definition which best fits the underlined word in each sentence. Write the definition on the line provided. The first one has been done for you.

1. Jimmy showed the boys the correct way to hold the cue.
   a tapering rod for striking a ball in billiards or pool
2. John missed his cue in the first act of the play.
   _____
3. The large bird's wattle was soft and bright red.
   _____
4. The walls of the homes of some early pioneers were made of wattle.
   _____
5. The director said, "Cue the announcer."
   _____

Word Entries (Exploration)

Part A

Directions:

Look up each of the following words in the dictionary. Complete the chart by answering the following questions: The first one has been done for you.

a. What part/parts of speech is the word?

b. How many definitions does the word have?

c. What is the origin of the word?

d. What is one definition of the word?

	a. Part of Speech	b. No. of Definitions	c. Origin	d. Definition
1. adhesive	Adj.	2	Latin	sticky
2. cashmere				
3. ratchet				
4. annoyed				
5. monotone				
6. ardor				
7. parade				
8. energy				
9. suspect				
10. spongy				

Part B

Directions:

Review the words and their definitions from Part A. Use the words to complete the following sentences. The first one has been done for you.

1. Such a long wait annoyed him.
2. Sun and wind will provide _____ for the future.
3. The _____ stuck to his fingers like tar.
4. The mechanic lost her _____ wrench.
5. The girl wore a lovely _____ sweater.
6. The violinist played with great _____.
7. Two weeks of rain left the field damp and _____.
8. A _____ was brought in by detectives.
9. The civil defense alarm is a steady _____.
10. A constant _____ of cousins visited her.

Using Dictionary Guide Words

The pair of words in boldface type at the top of a dictionary are guide words. Guide words in the sample below are the first and last main entry words of the sample dictionary selection (CAUSE - CELERY). All the other entry words fall between these two guide words and are in alphabetical order. Suppose you were looking up the word cavalry. You can tell that cavalry would be on this page. Why? Cavalry comes between cause and celery in alphabetical order.

CAUSE - CELERY

cause (kôz), verb. make happen.

cave (kāv), noun. a natural underground chamber with an opening to the surface.

cav al ry (kav′əl rē), noun. soldiers who fight on horses.

cav ern (kav′ərn), noun. a large cave.

cav i ty (kav′ətē), noun. a hold or hollow place.

caw (kô), verb. to make the harsh call of the crow.

cease (sēs), verb. to come or bring to an end.

ce dar (sē dər), noun. a cone-bearing tree belonging to the pine family.

ceil ing (sē′ling), noun. the overhead inside surface of a room.

cel er y (sel′ə rē), noun, a vegetable with long stalks in a cluster.

Part A

Directions:

Look at the guide words at the top of each list below. Put a line under each word that would be an entry word on a dictionary page with those guide words. The first one has been done for you.

1. hobgoblin - hollow
   a. hob-nob
   b. hogshead
   c. hollyhock
   d. harmony
   e. hold
   f. holocaust

2. lazy - ledger
   a. layette
   b. leader
   c. league
   d. legal
   e. lecture
   f. leaf

3. out - over
   a. outboard
   b. oven
   c. ovation
   d. outing
   e. ours
   f. outwardly

4. deceit - degree
   a. December
   b. deception
   c. decal
   d. degrade
   e. deceased
   f. decoration

5. maze - mechanic
   a. measly
   b. meddle
   c. mazurka
   d. matrik
   e. meander
   f. measurable

6. lavender - lawyer
   a. laurel
   b. law
   c. launch
   d. lavish
   e. lawful
   f. lazy

7. double - drift
   a. dormer
   b. doubloon
   c. dovetail
   d. dramatic
   e. drip
   f. dreamer

8. helper - hemlock
   a. hemisphere
   b. help
   c. hemstich
   d. helter-skelter
   e. helpful
   f. he-man

Part B

Directions:

Look at each entry word below and the guide words beside it. Decide if you would find the entry word on a dictionary page with those guide words. Write Yes or No on the blank. The first one has been done for you.

	Entry Words	Guide Words
Yes	1. statue	stationary - stealthy
_____	2. disprove	distinguish - diver
_____	3. west	weather - weight
_____	4. steep	steel - stem
_____	5. repudiate	republican - resin
_____	6. divide	dive - dividend
_____	7. remember	resemble - respect
_____	8. identify	idea - identical
_____	9. wire	welcome - wet
_____	10. imagination	imaginary - immature

Part C

Directions:

Look at each entry word below. Match each entry word to the correct pair of guide words. Write the number of the guide words on the blank. You may use the number of the guide words more than once. The first one has been done for you.

Words	Guide Words
5 a. fast	1. bondage - boom
_____ b. book	2. coal - cock
_____ c. cozy	3. bobby - bold
_____ d. cobalt	4. covetous - crack
_____ e. bonus	5. fascinate - fate
_____ f. boil	
_____ g. coast	
_____ h. coward	
_____ i. bonfire	
_____ j. fatal	

APPENDIX C
Answer Keys

USING A DICTIONARY

SEVENTH GRADE — ANSWER KEY

SET A

1-a
2-b
3-a
4-b
5-c

SET B

1-c
2-a
3-b
4-c
5-a

SET C

1-a
2-c
3-a
4-c
5-a

SET D

1-d
2-c
3-c
4-a
5-a

SET E

1-d
2-d
3-b
4-d
5-b

USING A DICTIONARY

EIGHTH GRADE — ANSWER KEY

SET A

1-b
2-c
3-b
4-c
5-b

SET B

1-c
2-c
3-b
4-c
5-b

SET C

1-b
2-c
3-a
4-c
5-b

SET D

1-a
2-d
3-c
4-b
5-c

SET E

1-a
2-b
3-c
4-c
5-b

USING THE DICTIONARY

ANSWER KEYS

Using Context Clues for Meaning
Related Lesson #3a

PART A

1. The dog wanted to go with Linda.
2. Harry seems to look for a fight.
3. Father trusts Johnny with the car.
4. My father did not spend his money unnecessarily.
5. The coach criticized her team.

PART B

Entry Word	Pronunciation	Part of Speech	Did I use the Correct Meaning in Part A?	
			Yes	No
1. doleful	\ˈdōl-fəl	Adj.	X	
2. belligerent	bə-lĭjˈər-ənt	Adj.	Answer will vary	
3. lenient	lēˈnē-ənt	Adj.	Answer will vary	
4. frugal	frōoˈgəl	Adj.	Answer will vary	
5. reproached	rĭ-prōacht	V.	Answer will vary	

PART C

1. stolen.
2. can do amazing things.
3. no longer used.
4. Dwayne was sad and gloomy.
5. edible parts of trees.

Choosing the Right Definition
Related Lesson #3b

PART A

1. (b.) something on which birds can rest
2. (a.) to get up onto
3. (a.) a spread made by boiling fruit and sugar to a thick concistency.
4. (b.) a turn at hitting
5. (b.) a slip indicating the amount due
6. (b.) a hand tool
7. (a.) the return received on money
8. (b.) to enable to overcome or endure a difficulty

PART B

1. Pocket has meaning number 5.
2. Pocket has meaning number 7.
3. Pocket has meaning number 2.
4. Pocket has meaning number 4.
5. Pocket has meaning number 1.
6. Pocket has meaning number 1.
7. Pocket has meaning number 6.

PART C

1. The dog's bark is usually worse than his bite.
2. Answers will vary
3. Answers will vary
4. Answers will vary
5. Answers will vary
6. Answers will vary
7. Answers will vary
8. Answers will vary

Alphahetical Order
Related Lesson #4a

1.	2.	3.
4	4	4
1	2	1
3	1	3
2	3	2

4. 4	5. 2	6. 2
2	3	1
1	4	3
3	1	4
7. 4	8. 1	9. 1
3	4	4
2	3	3
1	2	2

Dividing the Dictionary into Thirds
Related Lesson #4b

PART A

1. end	7. beginning
2. middle	8. end
3. middle	9. middle
4. middle	10. end
5. beginning	11. middle
6. end	12. beginning

PART B

1. burro	7. niece
2. dome	8. plaza
3. escape	9. shadow
4. idle	10. title
5. juggle	11. wizard
6. lotion	12. yawn

Using the Pronunciation Key in the Dictionary
Related Lesson #4c

PART A

1. pet	5. care
2. go	6. oil
3. pay	7. paw
4. book	8. pie

PART B

1. lunch
2. chart
3. fate
4. toy
5. limp
6. learn
7. lick

PART C

1. b. hood
2. c. party
3. a. display
4. c. quiet
5. b. relative
6. c. calculator
7. a. nomination
8. b. geographical
9. c. page

Practice Using the Dictionary
Related Lesson #4d

1. waterfall and wattled
2. adjective
3. 2
4. 2. Any decisive or crushing defeat
5. watermen
6. first
7. o as in hot
8. 8
9. resort
10. noun
11. perfected the steam engine
12. pale
13. verb
14. Leaves no opening for misunderstanding

Finding a Word Whose Spelling is Unknown
Related Lesson #5a

Oral Exercise (Do not duplicate.)

What To Do If the Definition Contains an Unfamiliar Word
Related Lesson #5b

1. My definition: dis = not; so something is not in order

   Sentence: If you were caught in a windstorm, your hair would look disheveled.

2. Answers will vary
3. Answers will vary
4. Answers will vary
5. Answers will vary
6. Answers will vary

Variant Spellings
Related Lesson #6a

1.	glamour	glamor
2.	rhyme	rime
3.	extol	extoll
4.	brooch	broach
5.	program	programme
6.	lollipop	lolipop
7.	carat	karat
8.	theater	theatre
9.	dumfound	dumbfound
10.	amuck	amok

Idiomatic Expressions
How to Locate an Idiom in the Dictionary
Related Lesson #6b

1. Meaning: to exert secret influence or control
2. Meaning: a small amount
3. Meaning: to irritate someone
4. Meaning: to get along well together
5. Meaning: to go for a brief time
6. Meaning: hoarseness in the throat
7. Meaning: to become furious
8. Meaning: to give away a secret

Optional Supplemental Lessons

ANSWER KEY

PARTS OF SPEECH
PART A

1. - n., v.-noun, verb
2. - v. - verb
3. - adv. - adverb
4. - interj.- interjection
5. - prep. adv.- preposition, adverb
6. - v., n. - verb, noun
7. - adv. -adverb
8. - n. -noun
9. - adj., n. - adjective, noun
10. - pron. - pronoun
11. - prep. - preposition
12. - n. - noun
13. - n. - noun
14. - n., v. - noun, verb
15. - interj. - interjection
16. - adv., prep. - adverb, preposition
17. - adv., adverb
18. - n., v. - noun, verb
19. - pron. - pronoun
20. - adv. - adverb

ILLUSTRATED DEFINITIONS

1. a tapering rod for striking a ball in billiards or pool
2. a word phrase or action in a play serving as a signal for the next actor to speak or act.
3. a fleshy fold of skin hanging from the neck or throat, as of certain birds.
4. poles intertwined with twigs, reeds or branches for use in construction, as of walls or fences.
5. something serving as a signal or suggestion

ANSWER KEY

Word Entries (Exploration)
PART A

2.- fine wool from an Asian goat
3.- a mechanism with teeth that allows motion in one direction
4.- irritated
5.- a succession of sounds uttered in a single tone
6.- great intensity; zeal
7.- a crowd of strolling people
8.- vigor or power in action
9.- mistrust
10.- soft and full of holes

PART B

1.- annoyed
2.- energy
3.- adhesive
4.- ratchet
5.-cashmere
6.-ardor
7.-spongy
8.-suspect
9.-monotone
10.-parade

ANSWER KEY

USING DICTIONARY GUIDE WORDS
PART A

1. - a
b
c
e

2. - b
c
e
f

3. - a
b
c
d
f

4. - a
b
d
f

5. - a
c
e
f

6. - b
d
e

7. - b
c
d
f

8. - a
d
e
f

PART B

1. yes
2. no
3. no
4. yes
5. yes
6. yes
7. no
8. no
9. no
10. yes

PART C

a. 5
b. 1
c. 4
d. 2
e. 1
f. 3
g. 2
h. 4
i. 1
j. 5

APPENDIX D
Resources

SUPPLEMENTARY REFERENCES

RESOURCES FOR DICTIONARY SKILLS

Filmstrips

The Dictionary, Part 1 and Part 11, McGraw Hill. (2 Filmstrips)

Dictionary Skills from A to Z, Eye Gate, 1981. (2 Filmstrips/2Cassettes)

The Dictionary in Action, Parts 1, 2, and 3. Educational Filmstrips, 1962. (3 Filmstrips)

Extending Dictionary Skills, Los Angeles, Audio Education Inc., 1963. (4 Filmstrips)

"Using Context Clues" from Space Mission Reading Walt Disney, 1980. (1 Filmstrip/1 Cassette)

Activity Books and Spirit Masters

Baur, Diane D. Aud K Dictionary Series - Teacher Information and Act-O-Master. McGraw Hill, 1971.

Basic Dictionary Skills. Milliken, 1973. (24 Duplicating Masters book)

The Dictionary - Eye Gate, 1980. (24 lesson Spirit Master book).

Dictionary Studies - Grades 7-9. Educational Science Inc. (40 Spirit Masters)

Griffer, Gloria. Basic dictionary skills, Milliken, 1973. (Duplicating masters/transparancies)

Practice in Dictionary Skills, Instruction Publications.

Super Dictionary Unit. Manhattan Beach, CA: Teachers. (10 lesson Spirit Master book)

Kilszak, Kenneth. Look it up. Globe, 1982. (Puzzle-workbook with teacher's guide)

RESOURCES FOR LIBRARY REFERENCE SKILLS

Filmstrips

Learning the library. Educational Activities Inc., 1975. (4 Filmstrips/4Cassettes)

The Library Media Center: A Disney Study Skills Series. Walt Disney, 1980. (6 Filmstrips/6 Cassettes)

Library Research Tools: How to use them. Eye Gate, 1968. (10 Filmstrips)

Library Services. Eye Gate, 1981. (4 Filmstrips)

Library Tools Series. McGraw Hill. (6 Filmstrips)

"Using the Library", from Doing Better in School 1977. (1 Filmstrip/1 Cassette)

Using Today's Library: Eye Gate, 1980. (6 Filmstrips/ 3 Cassettes)

Activity Books and Spirit Masters

Reference Materials (EPSM-160) Eye Gate (24 lesson Spirit Master book)

Using the Library (EPSM-123) Eye Gate (24 lesson Spirit Master Book)

OTHER MATERIALS AVAILABLE IN THE SCHOOL

DORT Instructional Kits.

Reading textbooks and related supplementary reading materials which contain lessons on dictionary use and other reference tools.